

## OAKBROOK ELEMENTARY

306 Old Fort Drive  
Ladson, South Carolina 29456

**GRADES** PK-5 Elementary School

**ENROLLMENT** 827 Students

**PRINCIPAL** Donna L. Clark 843-821-1165

**SUPERINTENDENT** Joseph R. Pye 843-873-2901

**BOARD CHAIR** Bufort "Bo" Blanton 843-873-8454

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
30	25	2	0	0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Excellent	Average	Yes

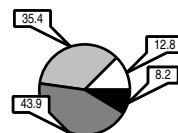
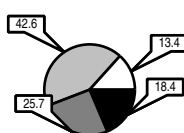
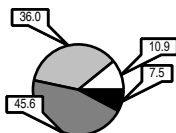
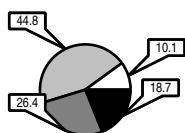
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

59.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	434	100.0	10.9	36.0	45.6	7.5	63.2	Yes	Yes
Gender									
Male	224	100.0	12.1	39.9	40.9	7.1	58.6		
Female	210	100.0	9.6	31.9	50.5	8.0	68.1		
Racial/Ethnic Group									
White	290	100.0	7.6	31.7	51.5	9.2	69.5	Yes	Yes
African-American	112	100.0	19.2	42.4	33.3	5.1	48.5	Yes	Yes
Asian/Pacific Islanders	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	12.5	50.0	37.5	0.0	68.8	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	378	100.0	7.1	35.3	49.0	8.6	68.0		
Disabled	56	100.0	36.7	40.8	22.4	0.0	30.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	434	100.0	10.9	36.0	45.6	7.5	63.2		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	428	100.0	10.5	35.7	46.2	7.6	63.8		
Socio-Economic Status									
Subsidized meals	141	100.0	16.5	46.1	35.7	1.7	48.7	Yes	Yes
Full-pay meals	293	100.0	8.5	31.7	49.8	10.0	69.4		

Mathematics - State Performance Objective = 15.5%									
All Students	434	100.0	10.1	44.8	26.4	18.7	60.6	Yes	Yes
Gender									
Male	224	100.0	10.1	44.9	24.7	20.2	60.1		
Female	210	100.0	10.1	44.7	28.2	17.0	61.2		
Racial/Ethnic Group									
White	290	100.0	6.5	41.2	29.8	22.5	69.1	Yes	Yes
African-American	112	100.0	21.2	52.5	15.2	11.1	39.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	0.0	56.3	37.5	6.3	56.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	378	100.0	7.4	43.0	28.8	20.8	65.9		
Disabled	56	100.0	28.6	57.1	10.2	4.1	24.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	434	100.0	10.1	44.8	26.4	18.7	60.6		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	428	100.0	10.2	44.4	26.5	18.9	60.9		
Socio-Economic Status									
Subsidized meals	141	100.0	14.8	56.5	16.5	12.2	42.6	Yes	Yes
Full-pay meals	293	100.0	8.1	39.9	30.6	21.4	68.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	143	100.0	11.0	37.0	46.5	5.5	52.0
	<b>Grade 4</b>	129	99.2	14.5	41.8	40.9	2.7	43.6
	<b>Grade 5</b>	171	100.0	21.3	55.5	20.6	2.6	23.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	143	100.0	9.2	27.0	56.0	7.8	63.8
	<b>Grade 4</b>	145	100.0	13.5	36.9	39.7	9.9	49.6
	<b>Grade 5</b>	146	100.0	15.4	44.1	37.1	3.5	40.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	143	100.0	13.4	44.1	27.6	15.0	42.5
	<b>Grade 4</b>	129	100.0	18.9	36.9	24.3	19.8	44.1
	<b>Grade 5</b>	171	100.0	20.0	45.8	22.6	11.6	34.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	143	100.0	10.6	58.9	24.8	5.7	30.5
	<b>Grade 4</b>	145	100.0	11.3	41.8	24.1	22.7	46.8
	<b>Grade 5</b>	146	100.0	13.3	32.2	31.5	23.1	54.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 827)				
First graders who attended full-day kindergarten	99.2%	N/C	97.2%	100.0%
Retention rate	1.8%	Down from 2.0%	1.9%	2.7%
Attendance rate	96.2%	Up from 95.9%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.3%		3.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%		2.9%	3.5%
Eligible for gifted and talented	24.0%	Up from 22.0%	24.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.8%	Up from 5.4%	7.3%	8.2%
Older than usual for grade	0.6%	Up from 0.5%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	Down from 3.4%	0.0%	0.0%

Teachers (n= 55)				
Teachers with advanced degrees	49.1%	Up from 48.1%	55.4%	51.4%
Continuing contract teachers	83.6%	Down from 86.5%	87.9%	87.5%
Highly qualified teachers**	98.0%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	4.4%		0.0%	0.0%
Teachers returning from previous year	84.7%	Up from 82.0%	88.4%	86.7%
Teacher attendance rate	92.7%	Down from 94.7%	95.2%	94.9%
Average teacher salary	\$39,051	Down 0.5%	\$42,422	\$40,760
Prof. development days/teacher	13.3 days	Up from 10.7 days	10.5 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 20.2 to 1	20.5 to 1	18.9 to 1
Prime instructional time	87.3%	Down from 89.6%	90.8%	90.0%
Dollars spent per pupil*	\$5,880	Up 1.7%	\$5,493	\$6,044
Percent of expenditures for teacher salaries*	59.2%	Down from 60.1%	68.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2003-2004 school year, we continue to "plant the seeds of excellence" in the students of Oakbrook Elementary. We strive to provide the very best educational opportunities for all our students.

In order to improve students' academic performances and meet the challenges as reflected by the annual report card, teachers participated in half-day planning sessions every month to ensure we are effectively meeting the South Carolina standards. With the help of PTA, we continue to establish a literacy room with hundreds of leveled books for teachers to use in reading instruction. To meet the needs of our at-risk students, after-school programs in reading, math and the computer lab were provided. Literacy teachers were placed at each grade level to focus on teaching strategies in reading. Enrichment classes were provided for first and second grades. A variety of assessments were given throughout the year to help determine instruction. At Oakbrook Elementary, our priorities for the 2004-2005 school year will include improved performance on PACT and increased professional development opportunities in the area of literacy for all faculty members.

In addition to academics, our students learn the meaning of giving back to the community through service learning. Our Student Council was one of the top three money earners in the southeast for Muscular Dystrophy. Other significant contributions were made on behalf of St. Jude's Children's Hospital, Jump Rope for Heart, the American Cancer Society and the SPCA. Our Character Education program helps the students focus on good citizenship and emphasizes personal and social responsibility.

Our school has very strong support from our parents, our School Improvement Council and as always, the PTA has been a driving support behind our successes. The PTA provides funds for awards, playground equipment, AR books, teacher grants, author visits, landscaping, and many family centered activities. Among the activities are our Harvest Fest, Reading Night, Health and Safety Fair, AR Carnival, and Science Night.

Oakbrook Elementary is an exceptional school due to the efforts of teachers, parents, students, and community members. Our recent "Red Carpet School" award is evidence of our commitment to be a family and community friendly school. We are a team and know that we must each do our part to provide every student with the skills necessary to be a productive citizen.

Donna Clark, Principal

Kim Meree, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	52	134	90
<b>Percent satisfied with learning environment</b>	92.2%	78.2%	93.2%
<b>Percent satisfied with social and physical environment</b>	92.2%	79.5%	90.7%
<b>Percent satisfied with home-school relations</b>	88.0%	79.5%	77.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.